



Team Leader – Aboriginal and Torres Strait Islander Schools Programs POSITION PROFILE

PART A: POSITION DESCRIPTION

Position Title: <i>Team Leader (Aboriginal and Torres Strait Islander Schools Programs)</i>	Location: <i>Itinerant (this is a national role)</i>
Group: <i>Positive Partnerships</i>	Reports to: <i>National Coordinator- Diverse Communities</i>

A different brilliant ® - Understanding, engaging and celebrating the strengths, interests and aspirations of people on the autism spectrum.

Vision	Mission	Values
The best opportunities for people on the autism spectrum	We work with people of all ages on the autism spectrum, delivering evidence-informed solutions that are person-centred, family-focused & customer driven	We are passionate about people, about being positive and about what's possible

Team Purpose

Positive Partnerships is the education element of the Australian Government's Helping Children with Autism package and provides a:

- Professional Learning component to build understanding and skills of teachers, school leaders and other school staff in working with children on the autism spectrum; and
- Parent/Carer component to assist parents and carers to work with schools to improve their child's educational outcomes.

The aim of Positive Partnerships is to support the development of partnerships between home and school, which will improve the outcomes of school aged students on the autism spectrum.

Position Purpose

The Team Leader (Aboriginal and Torres Strait Islander schools programs) will be responsible for coordinating and leading the implementation of the Positive Partnerships school and family programs across Australia and they will work closely with the Team Leader (Aboriginal and Torres Strait Islander Family and Community) to support the delivery of the 'Get Together' program. They will also support the National Aboriginal and Torres Strait Islander Reference Group and lead the implementation of the Positive Partnerships Reconciliation Action Plan. Support of regular parent/carers and professional learning programs may also be required.

Outcomes

Key Result Area	Requirements & Expectations	Success Indicators
Leadership	<ul style="list-style-type: none">• Support a team that values diversity and believes in people• Invest in a strong team approach and collaborative partnerships• Demonstrate a commitment to the project and its outcomes• Commit to continuous improvement and evidence informed approaches• Support the ongoing review of programs in collaboration with First People Disability Network• Work with the National Coordinator- Diverse Community Programs as part of the RAP working group and guide the completion of RAP actions• Work closely with identified stakeholders from First Peoples communities on specific projects	<ul style="list-style-type: none">• Project outcomes are achieved• Strong positive partnerships are developed• An effective team delivers workshops that match local and diverse needs• There is evidence of positive outcomes for program participants, stakeholders and students
Operations	<ul style="list-style-type: none">• Lead the planning and facilitation of Aboriginal and Torres Strait Islander School based programs• Work closely with the Aboriginal and Torres Strait Islander Team Leader- Families and Community to deliver specific workshops• Support delivery team training and facilitation• Contribute to planning and implementation of a range of new programs and resources.• Work closely with the National Coordinator- Diverse Communities and members of the leadership team to	<ul style="list-style-type: none">• Programs are delivered according to state and territory implementation plans• Targets are achieved• Timelines are met• Delivery team is well supported and of high quality• There is consistency in use of training tools and materials• Workshop processes are

	<p>ensure a nationally consistent approach</p> <ul style="list-style-type: none"> • Work with the office based staff on all operational processes • Contribute to and deliver program evaluation processes as required • Adhere to relevant Aspect policies and guidelines that relate to communications, including but not limited to significant communications, media liaison, privacy and the handling of complaints • Contribute to mandatory reporting requirements related to the Australian Government Indigenous Procurement Policy • Adhere to the Australian Government Department of Education and Training contract (2015 – 2020) 	<p>implemented and completed efficiently</p> <ul style="list-style-type: none"> • Contributions are made to the improvement of resources and materials • Evaluation is conducted
Communication	<ul style="list-style-type: none"> • Ability to communicate effectively and appropriately in a range of situations with colleagues and key stakeholders • Work closely with the National Aboriginal and Torres Strait Islander Reference Group • Lead the continued implementation of the Reconciliation Action Plan 	<ul style="list-style-type: none"> • A high standard of communication is maintained • Communication is timely and appropriate • Aboriginal and Torres Strait Islander Reference Group continues to provide guidance and support to the project • Reconciliation Action Plan is updated regularly • Compliance is maintained with Aspect policies and guidelines • Compliance with the Indigenous Procurement Policy is maintained
Safeguarding the people we support	<p>Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support.</p> <p>Staff are expected to:</p> <ul style="list-style-type: none"> • Follow safeguarding guidelines as outlined in Aspects Safeguarding the People We Support policy and Code of Conduct. • Complete mandatory Code of Conduct training and 	<ul style="list-style-type: none"> • Demonstrated evidence that Aspect's values and Code of Conduct are understood and practised in all aspects of work • Completion of Code of Conduct on-line training

	implement into day to day operations and practice <ul style="list-style-type: none"> • Be vigilant and maintain a heightened sensitivity to recognising signs of abuse, neglect or exploitation and escalate/report those signs/concerns • Escalate/report other staff practices which deviate from policy/procedure 	
Work, Health and Safety	It is a requirement for all staff to: <ul style="list-style-type: none"> • Take reasonable care for their own health and safety • Comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with legislative requirements • Report unsafe conditions or practices, and make suggestions to their manager on improving work, health & safety at Aspect. • Exercise duty of care in the health, safety and welfare of students and participants and ensure they are treated with dignity and respect • Participate in the staff consultation process about work health & safety matters 	<ul style="list-style-type: none"> • Work, Health & Safety matters are included as part of regular meetings • Identified hazards, issues or risks are evaluated and appropriate management controls are adhered

PART B: POSITION CRITERIA

Capabilities	Collaboration	Demonstrated ability to: <ul style="list-style-type: none"> • Work effectively with others to achieve the Project outcomes. • Contribute to the information shared at national stakeholder meetings • Support delivery teams to ensure a high standard is maintained across all aspects of the workshop models • Work closely with the leadership team to ensure a nationally consistent approach
	Teamwork (Co-operation)	Demonstrated ability to: <ul style="list-style-type: none"> • Support a positive team approach that is underpinned by respect, values differences and supports each team member to be their best

		<ul style="list-style-type: none"> Actively build team effectiveness Maintain a stable performance under pressure and/or opposition (such as time pressure, job ambiguity or challenging situations)
	Planning and Organising	Demonstrated ability to: <ul style="list-style-type: none"> Coordinate, organise and lead specific workshop programs Support the on-going review and implementation of workshop related processes Contribute to project reporting requirements
	Technical Skills	<ul style="list-style-type: none"> Proficient experience in the use of the Microsoft Office suite and online learning platforms
Knowledge & Experience	<ul style="list-style-type: none"> Knowledge and experience specific to working effectively with First Peoples Excellent knowledge about educational best practice for students on the autism spectrum and effective home/school partnerships Experience in using current evidence to inform practice Highly developed organisational and time management skills Ability to work to deadlines 	
Qualifications	Degree/ Diploma - Education, Special Education, Allied Health or a relevant field	
Job Requirements	<ul style="list-style-type: none"> A commitment to continuous improvement and teamwork Empathy for people with a disability and their families/carers A current Driver's License Able to undertake intrastate and interstate travel National Police Check (NPC) appropriately cleared Working with Children Check or equivalent state clearance Experience in a virtual team (desirable) Live within easy access to a major airport (desirable) Must be of Aboriginal and/or Torres Strait Heritage. Aboriginality is a genuine qualification for this position under, section 14 of the Anti-Discrimination Act 1977 (NSW), section 28 and sub-section 26(3) of the Equal Employment Opportunity Act 2010 (VIC), section 25 of the Anti-Discrimination Act 1991 (QLD), section 41 of the Anti-Discrimination Act 1998 (TAS), section 42 of the Anti-Discrimination Act 1991 (ACT), sub-section 56 of the Equal Employment Opportunity Act 1984 (SA), sub-section 35(1)(b)(ii) of the Anti-Discrimination Act 1996 (NT), section 50 of the Equal Employment Opportunity Act 1984 (WA) 	

Please Note: This is a maximum term, fulltime, non-teaching position.

PART C: APPROVED BY

Position Approved by: (Date) _____